

# Preface

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*Leadership Communication* is a text to guide current and potential leaders in developing the communication capabilities needed to be transformational leaders. The content in this text is based on the author's years of experience working as a consultant and teaching and coaching in professional communication at all levels inside and outside of the university and on the latest research on communication and leadership.

Leaders need core communication skills, such as analyzing audiences, developing communication strategy, speaking, writing, using and displaying emotional intelligence, and interacting and communicating with diverse audiences. They also need group and organizational communication abilities, such as managing global teams, conducting productive meetings, leading and working successfully in an organizational context, creating and communicating visions, leading change initiatives, and fostering external relations. *Leadership Communication* includes all of these subjects and covers important fundamental communication skills needed by all leaders in all disciplines.

## **Text Objectives**

Mastering leadership communication means learning to do the following:

1. Project a positive ethos and develop transformational leadership abilities, including leading and communicating with integrity.
2. Analyze audiences and create targeted, meaningful messages.
3. Develop effective communication strategies for all situations.
4. Select and use the most effective media, including social media, to reach all audiences.
5. Use the language of leaders to influence diverse audiences.
6. Create well-organized, coherent communication.
7. Deliver presentations in person and online with confidence.
8. Display emotional intelligence and interpersonal skills.
9. Value diversity and understand how to communicate interculturally.
10. Lead small groups, whether in teams or meetings.
11. Function successfully in larger organizational contexts, including supervising, being supervised, mentoring, coaching, giving feedback, and networking.
12. Select and use the appropriate leadership style, including the transformational style.

13. Develop a vision and messages to guide and motivate others.
14. Design and deliver messages to reach external stakeholders with positive results.

These are the primary objectives of this text. Leaders use all possible communication tools within reach and use them effectively. This text will help you know how to use those tools and show you how to improve your communication capabilities. As a result, you will learn to communicate more effectively and position yourself to be a transformational leader in your organization and beyond it.

### Changes to This Edition

For those who have used previous editions of *Leadership Communication*, this edition has been revised to include even more emphasis and guidance on transformational leadership throughout and to provide even more instruction of use to advanced undergraduates as well as graduate students and executives.

In addition, the text is now organized into two sections instead of the three used in previous editions: (1) Core Leadership Communication and (2) Group and Organizational Leadership Communication. The chapters on emotional intelligence and intercultural communication are now included under the Core section.

The text includes the following new chapters:

1. Chapter 4—Social Media and Other Leadership Correspondence. In addition to continuing the coverage of social media, such as blogging, texting, Tweeting, using Facebook and LinkedIn, etc. and other technology, such as electronic presentations, shared workspaces, research management tools (Zotero) throughout the text, this new chapter provides more detailed information on how best to use social media and create e-communication.
2. Chapter 12—Leadership in an Organizational Context. This chapter provides all new content on the history and evolution of organizations, with an explanation of today's organizations, focusing on the human relations approach and the role of organizational communication. This chapter also provides new information on managing the supervisor and subordinate relationship, including establishing an ethical environment, and includes revised information on mentoring, coaching, feedback, and networking.

In addition to these new chapters, the text contains the following changes:

3. Chapter 3—The Language of Leaders has been substantially revised with the addition of several examples of leadership communication from leaders across all disciplines and more on influencing and persuading through effective use of language.

4. The chapters on presentations (Chapter 6) and graphics (Chapter 7) have been revised and now include some discussion of new presentation software, such as SlideRocket, Prezi, and instruction on how best to create and deliver a Webcast and to use video conferencing.
5. The team (Chapter 11) and meeting (Chapter 10) chapters have been reversed and now include even more on the use of video conferencing and virtual team technology.
6. The internal relations chapter (Chapter 13) has been revised and now provides more instruction on how to be a transformational leader and a section on selecting the appropriate leadership style to use in an organization depending on the context, audience, and situation.
7. As in past editions, the Applications highlight a number of case studies based on actual companies and professional situations, and new applications have been added to provide additional opportunities to apply and practice the instruction in each chapter.
8. The Self-Assessment (Appendix A) has been expanded and now includes a rating scale to allow students to quantify their results.

### **Instructor Supporting Materials**

For instructors, this text is supported online at [www.mhhe.com/barrett4e](http://www.mhhe.com/barrett4e). Included on the site are PowerPoint lecture slides, suggested approaches to the chapters, discussions of all chapter applications with answers to exercises, a test bank, suggestions for using the book to prepare students for action or service learning or other similar consulting engagements, and sample syllabi.

# Acknowledgments

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I want to thank my communication colleagues who contributed their time, energy, expertise, and friendship when I first developed the book and over the years since the first edition was published in 2006: Chuck McCabe, Beth O’Sullivan, Beth Peters, and Larry Hampton. In addition, I owe a thanks to Sandra Elliott, Director of Education Services at Webtrends, who stepped in on the third edition to add to the social media instruction and exercises, much of which I have maintained in this edition.

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Finally, I want to thank Jim, my husband, friend, and partner, who put up with my months of weekend work and numerous long days, for always being there to attempt to add some balance in my life.